Are you submitting, with permission, a curriculum with _no revisions_ owned by another entity that has previously submitted to DBHDID? Yes ____ No ____

908 KAR 2:260E Targeted Case Management
KY Department for Behavioral Health, Developmental and Intellectual Disabilities
Twelve (12)-Hours Core Curriculum Criteria Rubric
to Satisfy Training Recommendations

The KY Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) recommends use of this rubric and related forms to ensure providers' submission of all necessary materials. This will allow the DBHDID staff to review the curricula in their entirety and make an approval decision or request supplementary materials in an efficient manner, within the period specified.

The following curriculum rubric details the core competencies to be included in the 12 hour Core Competency Curriculum for the training of Behavioral Health Targeted Case Managers (BHTCM).   This includes BHTCMs serving Adults with Serious Mental Illness (SMI), Youth with Severe Emotional Disability (SED), Adolescents and Adults with Substance Use Disorder (SUD) or Pregnant women with substance use or targeted case managers serving individuals with co-occurring behavioral health conditions (SMI, SED, SUD) and chronic or complex physical health conditions. The curriculum submitted for approval should be reflective of services for adults and children/youth.

Overview of Core Competency Recommendations

- Core Competencies recommended as in-person, face to face training include:
    - Core Competency 1. Engaging Consumers and Family Members
    - Core Competency 2. Behavioral Health Crisis Management
    - Core Competency 3. Strength-Based Case Management
    - Core Competency 4. Ethics
    - Core Competency 5. Behavioral Health Diagnoses & Understanding Treatment
    - Core Competency 7. Integrated Care
    - Core Competency 8. Advocacy Skills and Empowering Consumers

- Core Competencies that may be provided other than in-person, face to face include:
    - Core Competency 6. Cultural Awareness
    - Core Competency 9. Developmental Perspectives Across the Life Span
    - Core Competency 10. Documentation – Regulations

- Interactive teaching strategies should be used for the Core Competencies.
- Any video or other media to be used should be submitted with the curriculum.

Directions for Curriculum Rubric Completion:

Include the submitting provider's name in the upper right corner on the first page. Provide the document file name of the corresponding core competency and then provide the page number for that specific item in the core competency as indicated in the following curriculum rubric. Please see the sections highlighted in yellow below. Once the information is completed on this rubric, save as a Word or PDF document. The curriculum submitted should be saved as a Word, Power Point and/or PDF document(s). For information on submitting the curriculum, please go to the Kentucky Department for Behavioral Health, Developmental and Intellectual and Disabilities website at http://dbhdid.ky.gov.

Core Competencies of the Quality Curriculum	Specifics for the Curriculum	**Completed by Submitter of the Curriculum** Provide document file name of the corresponding core competency and then provide the page number for each specific item in the core competency	Completed by the Reviewer		
		Example: Core Competency 1 *(is the file name)*, Page 3	Does not Meet	Partially Meets	Meets
Core Competency **1. Engaging Consumers and Family Members** **(3 hours)** *Recommended as In-person, face to face format*	**Engagement and Effective Communication**				
	Define OARS (Open-ended questions, Affirmations, Reflections, and Summarizing): *(see below)*				
	• Open-ended	File Name: Page No.:			
	• Affirmations	File Name: Page No.:			
	• Reflections	File Name: Page No.:			
	• Summarizing	File Name: Page No.:			
	Provide evidence that OARS is practiced based upon the motivational interviewing technique.	File Name: Page No.:			
	Describe how to identify and support individuals through the stages of change as defined by Prochaska and DiClemente stages of change.	File Name: Page No.:			
	Consumer and Family Centered Services				
	Define concepts of: Family driven, youth guided, consumer driven and system of care. *(see below)*				
	• Family Driven	File Name: Page No.:			
	• Youth Guided	File Name: Page No.:			

	• Consumer Driven	File Name: Page No.:			
	• System of Care	File Name: Page No.:			
	Describe how these concepts (family driven, youth guided, consumer driven and system of care) are applicable to the scope of work as a Targeted Case Manager (TCM) (provide an example of each of the listed concepts). *(see below):*				
	• Family Driven Example	File Name: Page No.:			
	• Youth Guided Example	File Name: Page No.:			
	• Consumer Driven Example	File Name: Page No.:			
	• System of Care Example	File Name: Page No.:			
	Trauma-Informed Care				
	Define trauma to include: An understanding of the prevalence, the impact of trauma and the complexity to healing and recovery. *(see below)*				
	• Understanding of the prevalence	File Name: Page No.:			
	• Impact of trauma	File Name: Page No.:			
	• Complexity to healing and recovery	File Name: Page No.:			
	Define trauma informed care.	File Name: Page No.:			
	Describe the 5 core values within a culture of trauma-informed care which are: Safety, trustworthiness, choice, collaboration and empowerment. *(see below)*				
	• Safety	File Name: Page No.:			
	• Trustworthiness	File Name: Page No.:			
	• Choice	File Name: Page No.:			

		File Name: Page No.:			
	• Collaboration	File Name: Page No.:			
	• Empowerment	File Name: Page No.:			
	Provide at least 3 examples of how trauma informed care principles are utilized in the practice of case management. *(see below)*				
	Example 1	File Name: Page No.:			
	Example 2	File Name: Page No.:			
	Example 3	File Name: Page No.:			
	Provide an overview of the Adverse Childhood Experiences (ACE) Study. This overview will include an explanation of the correlation between early trauma and later functioning. Web addresses for this study include: http://www.cdc.gov/violenceprevention/acestudy/index.html, http://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences and http://www.acestudy.org/yahoo_site_admin/assets/docs/RelationshipofACEs.127152545.pdf	File Name: Page No.:			
Core Competency 2. Behavioral Health Crisis Management (1 hour) **Recommended as In-person, face to face format**	**Behavioral Health Crisis Management**				
	Define behavioral health crisis.	File Name: Page No.:			
	Provide instruction on behavioral health crisis intervention strategies and resources (include at least 3 examples of each). *(see below)*				
	Example 1 Strategies and Resources	File Name: Page No.:			
	Example 2 Strategies and Resources	File Name: Page No.:			
	Example 3 Strategies and Resources	File Name: Page No.:			
	Provide instruction on writing (assisting) consumers and families in writing a behavioral health crisis prevention plan.	File Name: Page No.:			

	Suicide Prevention and Awareness (e.g., Question, Persuade, and Respond – QPR) http://www.qprinstitute.com/				
	Define suicide risks, signs and behaviors (as described in the Zero Suicide Model) SAMHSA. *(see below)*				
	• Suicide Risks	File Name: Page No.:			
	• Suicide Signs	File Name: Page No.:			
	• Suicide Behaviors	File Name: Page No.:			
	Identify at least 3-appropriate responses when working with potential suicide risk. (see below)				
	Example 1 Appropriate Response	File Name: Page No.:			
	Example 2 Appropriate Response	File Name: Page No.:			
	Example 3 Appropriate Response	File Name: Page No.:			
Core Competency **3. Strength-based Case Management** **(1 hour)** *Recommended as* *In-person, face to face* *format*	**Strength-Based Case Management**				
	Define and describe a strengths-based needs assessment.	File Name: Page No.:			
	Provide evidence (training participants practice) of practice in the development of a strength-based needs assessment by the Targeted Case Manager.	File Name: Page No.:			
	Explain how to identify and use strengths in case planning.	File Name: Page No.:			
Core Competency **4. Ethics** **(1 hour)** *Recommended as* *In-person, face to face* *format*	**Boundary Issues**				
	Define appropriate boundaries between the Targeted Case Manager and the client.	File Name: Page No.:			
	Provide instruction on how to handle boundary breaches (at a minimum include supervision, reporting requirements). *(see below)*				
	• Supervision	File Name: Page No.:			
	• Reporting Requirement	File Name: Page No.:			

	Confidentiality				
	Provide instruction on applicable laws including Health Insurance Portability and Accountability Act (HIPAA) and Client Rights for the Targeted Case Manager.	File Name: Page No.:			
	Abuse/Neglect Issues				
	Provide instruction on the KY statutes related to abuse and neglect. Include at least: KRS 209.030 (Adult abuse, neglect or exploitation) and KRS 620.030 (Duty to report child dependency, neglect, abuse or human trafficking) *(see below)*				
	• KRS 209.030	File Name: Page No.:			
	• KRS 620.030	File Name: Page No.:			
	Instruction on abuse and neglect reporting requirements (at a minimum include supervision, reporting procedures). *(see below)*				
	• Supervision	File Name: Page No.:			
	• Reporting Procedures	File Name: Page No.:			
Core Competency 5. Behavioral Health Diagnosis & Understanding Treatment (1 hour) *Recommended as In-person, face to face format*	**Diagnoses/Symptoms**				
	Provide an overview of behavioral health diagnoses (as defined in the most current =edition of the APA's Diagnostic and Statistical Manual of Mental Disorders- DSM).	File Name: Page No.:			
	Describe symptoms of and treatment for mental health disorders for both adults and children.	File Name: Page No.:			
	Describe symptoms of and treatment for substance use disorders for both adults and youth.	File Name: Page No.:			
	Define the meaning of co-occurring mental health and substance use disorders.	File Name: Page No.:			
	Describe symptoms of and treatment for co-occurring mental health/substance use disorders as listed below: *(see below)*				
	• Depression and Substance Use	File Name: Page No.:			
	• Anxiety and Substance Use	File Name: Page No.:			

	• Post-Traumatic Stress Disorder and Substance Use	File Name:			
		Page No.:			
	• Schizophrenia with Substance Use	File Name:			
		Page No.:			
	• Bi-polar with Substance Use	File Name:			
		Page No.:			
	Medication Side-Effects				
	Define common side effects of medications prescribed for psychiatric and substance use disorders.	File Name:			
		Page No.:			
	Describe the professional limitations regarding medication, including medication administration.	File Name:			
		Page No.:			
	Provide at least 3 possible reasons for medication non-adherence. *(see below)*				
	Example 1 Reason for Medication Non-adherence	File Name:			
		Page No.:			
	Example 2 Reason for Medication Non-adherence	File Name:			
		Page No.:			
	Example 3 Reason for Medication Non-adherence	File Name:			
		Page No.:			
Core Competency	**Cultural Awareness**				
6. Cultural Awareness (1 hour)	Define culture competency in your curriculum including : Integrated pattern of thoughts, communications, actions, customs, beliefs, values, and institutions, associated wholly or partially, with racial, ethnic, or linguistic groups, as well as with religious, spiritual, biological, geographical, or sociological characteristics.	File Name: Page No.:			
	Provide overall instruction on how to provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices.*	File Name: Page No.:			
	Provide examples to include at least the following populations *(from the above): *(see below)*				
	• Race/ethnicity	File Name:			
		Page No.:			
	• Lesbian, gay, bisexual and transgender	File Name:			
		Page No.:			

	• Deaf/hard of hearing	File Name: Page No.:			
	• Poverty	File Name: Page No.:			
	• Military/veterans	File Name: Page No.:			
	• Rural populations	File Name: Page No.:			
Core Competency **7. Integrated Care** **(1 hour)** *Recommended as* *In-person, face to face* *format*	**Integrated Care**				
	Identify and describe common co-morbidity issues related to serving individuals with co-occurring behavioral health (mental health or substance use) and physical health disorders and briefly describe common issues related to serving individuals with behavioral health and/or physical health disorders and developmental or intellectual disorders. *(see below)*				
	• Co-morbidity issues related to physical health and mental health disorders	File Name: Page No.:			
	• Co-morbidity issues related to physical health and substance use disorders	File Name: Page No.:			
	• Co-morbidity issues related to physical health and developmental or intellectual disorders	File Name: Page No.:			
	Describe the statistical relationships associated with co-morbid physical health and behavioral health conditions (e.g., prevalence rates, mortality rates, associated cultural factors or other for example.)	File Name: Page No.:			
	Describe appropriate interventions to be used by the Targeted Case Manager with a client who has co-occurring disorders, including interventions appropriate for working with other providers who are serving the client.	File Name: Page No.:			
Core Competency **8. Advocacy** **Skills/Empowering** **Consumers (1 hour)** *Recommended as* *In-person, face to face* *format*	**Advocacy Skills**				
	Provide an overview of how to navigate the health and social services systems that adults and children may be involved with in their local community. Include at a minimum: Courts, DCBS, Corrections, Education, Vocational Rehabilitation, Physical and Behavioral Health and other community resources). *(see below)*				
	• Court System	File Name: Page No.:			
	• Department for Community Based Services	File Name: Page No.:			
	• Department for Corrections	File Name: Page No.:			

	• Education System	File Name: Page No.:			
	• Vocational Rehabilitation	File Name: Page No.:			
	• Physical and Behavioral Health Providers	File Name: Page No.:			
	• Community Resource Example	File Name: Page No.:			
	• Community Resource Example	File Name: Page No.:			
	• Community Resource Example	File Name: Page No.:			
	Effective Engagement of Natural Supports				
	Define natural supports and provide an example of these supports (i.e., both personal and community). *(see below)*				
	• Definition	File Name: Page No.:			
	• Example of Personal Support	File Name: Page No.:			
	• Example of Community Support	File Name: Page No.:			
	Provide instruction on engagement strategies (specifically how to identify, link and develop natural supports). *(see below)*				
	• Engagement Strategies - Identify Natural Supports	File Name: Page No.:			
	• Engagement Strategies – Link Natural Supports	File Name: Page No.:			
	• Engagement Strategies – Develop Natural Supports	File Name: Page No.:			
	Empowering Consumers				
	Define and describe empowerment.	File Name: Page No.:			

	Define and describe enabling.	File Name: Page No.:			
	Provide at least 3 examples of empowerment strategies (as opposed to enabling) for the Targeted Case Manager to use. *(see below)*				
	Example 1 Empowerment Strategy	File Name: Page No.:			
	Example 2 Empowerment Strategy	File Name: Page No.:			
	Example 3 Empowerment Strategy	File Name: Page No.:			
Core Competency 9. Developmental Perspectives Across the Life Span (1 hour)	**Developmental Perspectives Across the Life Span**				
	Define and discuss Stages of Human Development across the Lifespan (infancy to geriatric population) citing research/source (e.g., Erickson's Psycho Social States, Piaget or other)	File Name: Page No.:			
	Provide at least 3 different scenarios of individuals who are in different stages of development and provide instruction on different case management strategies used in each. *(see below)*				
	Example 1 Scenario	File Name: Page No.:			
	Example 2 Scenario	File Name: Page No.:			
	Example 3 Scenario	File Name: Page No.:			
Core Competency 10. Documentation - Regulations. (1 hour)	**Documentation/Regulations**				
	Provide the managed care/Medicaid requirements for documentation for Targeted Case Management services. (Including discharge requirements and transition requirements between programs.)	File Name: Page No.:			
	Provide information on managed care/Medicaid requirements including medical necessity and the development of goals and objectives for the client.	File Name: Page No.:			
	Provide instruction on monitoring services and assessing and reassessing needs as indicated by client progress or feedback.	File Name: Page No.:			
	Provide instruction on modification to documentation as a result of monitoring and assessment activities.	File Name: Page No.:			
	Define the role of a Targeted Case Manager as provided for in both Department for Behavioral Health, Developmental and Intellectual Disabilities and the Department for Medicaid Services regulations: 907 KAR 15:040, 907 KAR 15:050, 907 KAR 15:060 and 908 KAR 2:260. *(see below)*				

	• 907 KAR 15:040	File Name: Page No.:			
	• 907 KAR 15:050	File Name: Page No.:			
	• 907 KAR 15:060	File Name: Page No.:			
	• 908 KAR 2:260	File Name: Page No.:			